

Special Issue

Engaging Students to Transform Tertiary Mathematics Education

Message from the Guest Editors

This SI will focus on engaging students to transform tertiary mathematics education. The scope of this edition encompasses a broad spectrum of topics, including but not limited to the following themes.

Suggested themes:

- Departmental transformation in tertiary mathematics
- Equitable and inclusive teaching practices to foster student belonging in mathematics
- Social justice and decolonizing curriculum development for tertiary mathematics courses
- Student-faculty partnerships for mathematics (e.g., partnerships with undergraduate learning or teaching assistants)
- Use of student experience data to transform tertiary mathematics programs
- Professional learning for mathematics instructors to support student agency/use of equitable and inclusive teaching practices
- Improving assessment practices for student learning
- Institutional partnerships to support transfer students in tertiary mathematics
- Instrument development to measure changes in teaching practices, instructor knowledge, instructor beliefs/values/attitudes/frames, student interest/belonging/attitudes in tertiary mathematics

Guest Editors

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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